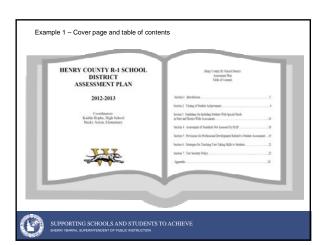
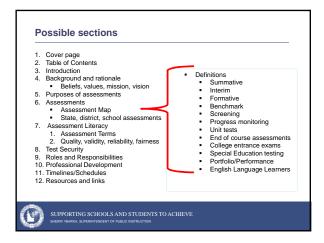
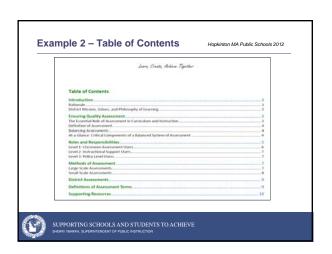


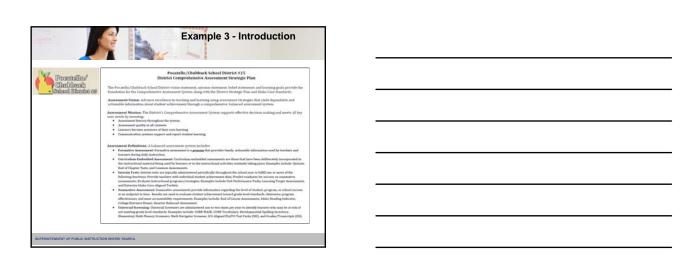
What is a comprehensive assessment plan?

- Communication document; a plan, framework, a guide
 Assessment monitoring 2017-2018
- Clearly articulates...
 How assessment supports district *Mission & Vision* for school improvement
 Beliefs & Values about the role of assessment in teaching and learning
 Local decisions regarding testing: Who, what when, where, why and how
- SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE SHERRI YEARRA, SUPERINTENDENT OF PUBLIC INSTRUCTION









Example 4 -Background and Rationale

Purpose of Assessment
An effective assessment program recognizes the relationship between a school district's mission
and vision, national and state learning standards, district connections, classroom instruction,
formative and summative assessment, and sundess thening. The purpose of the Rennin District
228 assessment plans is no connected massessment in fulfilling in strateful order in the relationship.

The goal of the Bremen District 228 assessment program is to provide students, parents, teachers, administrators, board members, and the communities served by the district with accurate, reliable, and valid data that may be used to:

- accurate, reliable, and valid data that may be used to:

 Inform decisions regarding corticulum, instruction, and nosesument

 Emme alignment of the district curriculus with undecod and state learning standards

 Inform the integration of reclambery in the classroom.

 Assist in the picement of feediman students in core cardemic classes.

 Assist in the selection of feediman students for advanced academic classes.

 Evaluate district programs

 Inform decisions regarding the allocation of district resources.

 Inform technic instruction.

 In Improve student learning.

 E-Valuate district instruction.

 In Improve student learning.

 Decisions evolution and career readmens of students.

 Measure without growth

 Provide accountability for the district's stakeholders

Bremen IL District 228, 2012

In order to address these objectives, the district has implemented a comprehensive assessment program that includes both formative and summative assessments taken when students are in 8^{th} grade and throughout the four years they are in high school.



Example 5-Purpose of Assessment

Meramer Valley R-III School District Local Assessment Plan

••• APPRIMER VIDEY F. GE TOCKNET DOWN'T BOARD OF Education supports the enthickness of a downstruck environment program is no one industries of the receive and quality of the total advantage program in the whool distinct. In the case of industries industries, numberized tests, in combination with other crimes, can precide an indication of student achievement.

- Insidest Ashievement: To produce information about relative student achievement in that parents/packates, students, and tenthers can monitor academic pergress of the general population as well as subpopulations.
- Student Committing: To provide date as a tool as the committing and guidance of students for factor direction and for specific academic placement and reproduction.
- Intractional and Corrections Change. To provide data which will assist in the preparation of recommendations for unswitched and controlling changes to: Bely teachers with instructional decisions, pleas, and changes in classroom objectives and program;
- Rely administrators identify student action excent bench and treats and treat with staff to place students to action we observe action agreement goals.
- Bely the district under needed changes in custiculum:
- Help the professional stuff formulate and economical instructional policy.
 Help the Board of Education adopt materiates of policies.

School and Dientel Evaluation: To provide indicators of the progeno of the deniet remarks the goals and objectives of the CSP and goals for production indicating college and conser-tions.

In the continual effort to improve the effectiveness and efficiency of instruction, the district-wide accounted program will address the following:

- What tests are included in the district-wide assessment program, the propose of each, and how the results are used and dissessiment.
- Oscilebars the including students with special needs into the district-wide non-program;

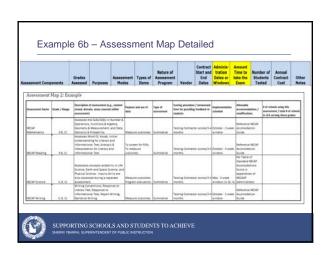
Example 6a - Assessments

Hopkinton MA Public Schools 2012



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3



1. Validity	
Reliability Fairness and bias Test Blueprints Observations and interviews Raw Scores	An assessment that is highly reliable is not necessarily valid. However, for an assessment to be valid, it must also be reliable.
7. Scaled scores8. Cut scores9. Grade-equivalent scores	
10. Norm-referenced 11. Criterion-referenced	
12. Psychometrics 13. Equating	
14. Percentile rankings 15. Normal Curve Equivalent (NCE) 16. Understanding the limitations of d	lata

Example 7b - Assessment Terms

Definitions of Assessment Terms

- Advanced Name A standardsolve for used to receive a sequent translage or stills in a specific solvest ready.

 A segregar off material is a stiller, it, which or graph head.

 A specific solvest ready and the still solvest ready and the still solvest ready and the still solvest ready as t



Hopkinton MA Public Schools 2012

Example 8 - Test Security

Describes Local security policies relating to testing

See also Idaho State Assessment Integrity Guide (link)

Local control decisions:

- - District policies on completion of assessment administration training (pg. 9)
 District policy for Test Security Incidents (pg. 7-8, 11)

 - Handling escalation of information when encountering a sensitive situation or response (local level).
 - District policy for handling Test Security Agreements signed by proctors.

TEST SECURITY POLICY ILA

It is imperative that district-wide test security shall not be compromised. This applies not only to classroom tracher tests but repetially to district-wide standardized rests—achievement tests, screening stest, etc. These school personnel responsible for such testing most remover had thet an intrinsi are secure at all times. When on his net, all test inserts and answers, red body with answer sheets, coring made, etc., must be kept in a beloch from our callatte to prevent insurlabrical access.

MERAMEC VALLEY R-III SCHOOL DISTRICT Pacific, Missouri 2013-2014



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Test Security

Assessment Monitoring Topics

Local control decisions:

- Explain the process used in your district for maintaining security of test materials, test tickets, answer sheets, etc.
- Explain the process used to train staff in test administration and security, ethics, supports, accommodations, for all state tests
- Verify that test administrators and proctors have signed the Test Security Agreement for state assessments, where those are kept and who is responsible for them



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Example 9 - Roles and responsibilities Roles and Responsibilities cod assessment system revolves all professionals and the beamer sollton a sollton of angular, or professional transits, that utilizes assessment data to make the best electrican for all learners. The following some up the coles of Administrators: Education from the control beautiful control beautiful control beautiful control from the control beautiful control beau Hopkinton MA Public Schools 2012 SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE Example 10 – Professional development for assessment The transport of the second se and to very permanent and common new non-momentum and any later to develop and two concepts for trial larges the Share Standards but inserted by the MAP and how to maintay performance on simulateds to be morated because. between the morate conductors what MAP assembly and possible assessive which each be elited to confusion. the large perpareness of experting data on designated by DEA (the administration). Henry County R-1 School District Assessment Plan 2012-2013 SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE SHERRI YEARRA, SUPERINTENDENT OF PUBLIC INSTRUCTION Professional development for test administration Assessment monitoring considerations: Document test schedules, test locations, number of proctors Process for insuring students do not have calculators, phones, books, tablets, during specified testing sessions. Explain how students are monitored if they leave the testing room for a break while testing is in session Explain the process to insure that needed accommodations or designated supports Explain the process to insure mat needed accommodations or designated supports for certain students are in place Explain the process for ensuring students taking alternate assessments is clearly identified and necessary paperwork is complete Explain the process for ensuring that teachers are correctly assigned to students in the given assessment applications

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Data Quality

Assessment Monitoring Considerations:

- Multiple state assessment programs pull data from the ISEE Core.
 What is the standard protocol for making sure that data is accurate and information is up to date?
 - Plan might indicate what role in your district oversees data for ISEE



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Example 11 - Timelines / Schedules

IDAHO STANDARDS ASSESSMENT PROGRAM 2016–2017 Testing Dates/Windows		
August 15, 2016 - March 15, 2017	Optional <u>Interior</u> Assessment	Optional Comprehensive and Wark Assessments Grade 7-8 and 201:
August 18 - September 23, 2016	Status Reading Statisator (SEE), Fell	Fall Reporting/Discrepancy Window Closes October 24, 2010 (Optomed Winter Specing January February 2017)
October 38, 2016 Recention J. 2018 (Alternate Makerup Date)	PS47	State wide Optional Suphamore Administration (state funded)
January 1 - March 31, 2017	SSAT Alternate Science (SPASS Perthale Submission)	Required for Grades 5, T, and S1. IPASS Choosy March 31, 3517 at malorgite (12:00 us MST).
January 30 - March 16, 3017	AMP	NATE will administe traffernation, reading, and writing exerc- ments or students on grades 4 and 5.
February 86 - May 16, 2017	End-of-Churas Science (Biology and Chemistry)	The ECK is a component of the Comprehensive Associated Pro- gion. The High School Fiel of Course assessments in Beslags or Chemistry are administered in the upway to includes an global VI- L3. Students are required to generopide over during their high school years.
January 38 - March 15, 2017	WISA - ACCESS 3.8 Salan's English Language Proficiency Assessment	ACCENT-2-8 for ELA/Assessing Comprehension and Communi- cation in Explain-State on State for English Language Learners) in the English language professors; assessment gives to Kindinger- ton Stronglish Chit gradient who have been information as English Language (ELA).
March 26 - May 18, 2617	DEAT- ELA & Music	Required for Grades 3-R and 21 (Grades 5-8, 11 - optional).
March 26 - May 16, 2017	SMF-Science	Required for Creates 5 and 1.



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Example 12 - Resources / Links

- Idaho State Department of Education Assessment Pages
 Newsletter link http://www.sde.idaho.gov/assessment/assessm
- https://apps.sde.idaho.gov/AssessmentMonitoring/Content/files/AssessmentMonitoring/UserManual.pdf

 Idaho ISAT Portal idaho.portal.airast.org

- College Board
 Alt Science
 NAEP
 Idaho Assessment Users Community 2016-2017 www.admodo.com
 Assessment Balance and Quality: An Action Guide for School Leaders
 (3rd Edition) by Chappuis, Commodore, Stiggins, 2010



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